



STILES POINT ELEMENTARY

883-A Mikell Drive
Charleston, SC 29412

Grades	PK-5 Elementary School	
Enrollment	689 Students	
Principal	Stephen D. Burger	843-762-2767
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

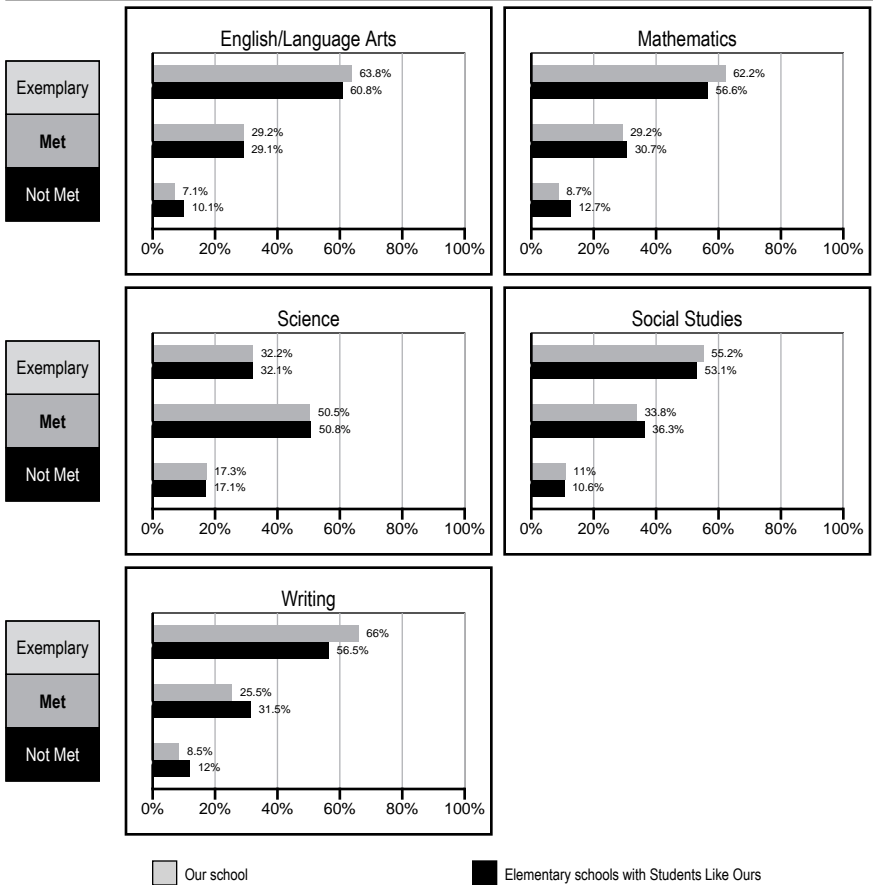
95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	2	0	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=689)				
First graders who attended full-day kindergarten	87.2%	Down from 94.6%	100.0%	100.0%
Retention rate	0.9%	Down from 1.2%	0.6%	1.1%
Attendance rate	96.5%	Up from 96.0%	96.7%	96.2%
Served by gifted and talented program	36.3%	Up from 30.3%	31.1%	13.4%
With disabilities other than speech	1.5%	Down from 2.4%	3.2%	4.1%
Older than usual for grade	0.0%	No Change	0.1%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	64.1%	Up from 62.5%	65.0%	62.5%
Continuing contract teachers	92.3%	Down from 92.5%	92.1%	88.2%
Teachers returning from previous year	93.9%	Up from 92.2%	90.7%	87.8%
Teacher attendance rate	96.4%	Down from 96.8%	94.6%	95.2%
Average teacher salary*	\$49,400	Down 4.6%	\$48,474	\$46,773
Professional development days/teacher	5.8 days	Down from 11.8 days	10.8 days	10.5 days
School				
Principal's years at school	15.0	Up from 14.0	5.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	No Change	21.3 to 1	19.9 to 1
Prime instructional time	92.7%	Up from 92.4%	91.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,154	Down 0.5%	\$6,486	\$7,447
Percent of expenditures for instruction**	73.5%	Down from 76.6%	69.4%	68.4%
Percent of expenditures for teacher salaries**	71.8%	Down from 73.9%	68.1%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

It is an exciting time to be at Stiles Point Elementary. We moved into a totally new building during the summer of 2010! What a beautiful new building! Stiles Point Elementary is a neighborhood school featuring an experienced staff with a supportive community, an involved PTA, and eager volunteers. We have high expectations and excellent academic and citizenship programs. We have achieved many awards (e.g., The Community of Readers Award, Exemplary Writing Award, Charleston County Recycling Award, etc.). But we face many challenges ahead as we develop students' academic and citizenship proficiencies as related to the state standards. We are developing our math program to support students' problem-solving strategies in context, use of manipulatives and technology, and increasing their PASS English Language Arts, math, science, and social studies achievement levels. There are now higher expectations about what is taught and when it is taught (e.g., what was taught only in first grade is now taught in kindergarten). Teachers are expected to work together to plan, implement, teach, and assess the students by using a coherent curriculum with the state standards.

Expectations continue to increase with the implementation of state standards in all subjects. The push for more one-on-one instruction by the teachers (but without reduced class size) is definitely impacting the school. Our teachers are expected to teach more, with greater variety, and with higher level thinking skills. In grades K-2, teachers use the AimsWEB instrument as an efficient measure of the fundamental skills which underpin the development of literacy in young children. With the implementation of Measures of Academic Progress (MAP) in grades K-5, the teachers receive immediate feedback about the needs of the students. This feedback allows the teachers to plan remediation and/or enrichment activities for the students. The education of our children still remains our highest priority.

With a new building, came new equipment and furniture. For once, all teachers have new computers, Smartboards, and other instructional equipment. Instruction should continue to improve. We must meet the continuing challenge to provide the best instruction and materials for our future leaders of a competitive global economy.

Stephen D. Burger, Principal
Elisha Clyburn, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	100	86
Percent satisfied with learning environment	100.0%	95.0%	93.0%
Percent satisfied with social and physical environment	100.0%	95.9%	96.5%
Percent satisfied with school-home relations	100.0%	93.0%	93.0%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 16 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	321	99.7	7.3	29.1	63.6	94.2	83.1	82.4	Yes	Yes
Gender										
Male	156	100	9.2	30.9	59.9	92.8	79.9	78.7	N/A	N/A
Female	165	99.4	5.6	27.3	67.1	95.7	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	261	99.6	4.3	25.5	70.2	97.3	94.8	88.9	Yes	Yes
African American	48	100	23.4	48.9	27.7	76.6	71.9	72.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.5	83	I/S	I/S
Disability Status										
Disabled	14	92.9	61.5	23.1	15.4	38.5	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	82	98.8	19.2	38.5	42.3	82.1	72.9	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	321	100	9.2	29	61.8	93.3	82.8	81.9	Yes	Yes
Gender										
Male	156	100	8.6	30.3	61.2	94.1	81.1	79.9	N/A	N/A
Female	165	100	9.9	27.8	62.3	92.6	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	261	100	4.3	27	68.8	96.5	94.9	88.9	Yes	Yes
African American	48	100	38.3	42.6	19.1	74.5	70.9	71.4	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	79.2	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.8	84.4	I/S	I/S
Disability Status										
Disabled	14	100	57.1	14.3	28.6	42.9	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	82	100	22.8	41.8	35.4	82.3	72.7	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	214	99.5	17.7	50.2	32.1	82.3	69.2	68.6
Gender								
Male	100	100	16.3	46.9	36.7	83.7	68.4	68.3
Female	114	99.1	18.9	53.2	27.9	81.1	70	68.9
Racial/Ethnic Group								
White	172	99.4	10.1	52.4	37.5	89.9	90.4	80.7
African American	34	100	57.6	39.4	3	42.4	48.4	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.3	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87	70.8
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	60.4	60.7
Socio-Economic Status								
Subsidized meals	49	100	44.7	38.3	17	55.3	51.8	57.3

Social Studies								
All Students	216	99.5	11.8	33.5	54.7	88.2	75.5	72.5
Gender								
Male	108	99.1	14.3	26.7	59	85.7	74.4	72
Female	108	100	9.3	40.2	50.5	90.7	76.6	73.1
Racial/Ethnic Group								
White	174	100	8.1	32	59.9	91.9	91	81
African American	33	100	31.3	46.9	21.9	68.8	60.4	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.3	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	69	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	83.3	73.5
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	59	98.3	24.6	45.6	29.8	75.4	61.8	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	109	98.2	7.6	25.7	66.7	92.4	75.8	73.2	96.5	96
Gender										
Male	52	98.1	10	30	60	90	70.7	67.2	96.5	95.9
Female	57	98.3	5.5	21.8	72.7	94.5	81.1	79.4	96.5	96.1
Racial/Ethnic Group										
White	88	98.9	4.7	22.4	72.9	95.3	90.8	81.5	96.6	96.1
African American	18	94.4	23.5	47.1	29.4	76.5	61.3	61.3	96.3	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.4	87	96.5	96.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	69.4	66.7	96.3	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	97.8	95.9
Disability Status										
Disabled	1	I/S	N/A	N/A	N/A	N/A	23.9	26	93.7	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	65.7	96.7	96.3
Socio-Economic Status										
Subsidized meals	29	93.1	14.8	33.3	51.9	85.2	62.2	63.2	95.7	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	104	100	9.8	12.7	77.5	90.2
	4	117	100	8.6	28.4	62.9	91.4
	5	105	100	10.5	28.6	61	89.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	104	99	5	19	76	95
	4	109	100	11.2	28	60.7	88.8
	5	108	100	5.7	39.6	54.7	94.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	104	100	9.8	20.6	69.6	90.2
	4	117	100	9.5	29.3	61.2	90.5
	5	105	100	9.5	40	50.5	90.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	104	100	9.9	24.8	65.3	90.1
	4	109	100	9.3	28	62.6	90.7
	5	108	100	8.5	34	57.5	91.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	53	100	19.2	38.5	42.3	80.8
	4	117	100	10.3	56	33.6	89.7
	5	52	100	7.7	50	42.3	92.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	52	100	16	38	46	84
	4	109	100	17.8	56.1	26.2	82.2
	5	53	98.1	19.2	50	30.8	80.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	51	100	10	26	64	90
	4	117	100	5.2	39.7	55.2	94.8
	5	53	98.1	15.4	28.8	55.8	84.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	52	98.1	5.9	25.5	68.6	94.1
	4	109	100	15.9	42.1	42.1	84.1
	5	55	100	9.3	24.1	66.7	90.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	103	99	7.9	33.7	58.4	92.1
	4	117	98.3	7	29.8	63.2	93
	5	105	99.1	5.8	22.1	72.1	94.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	109	98.2	7.6	25.7	66.7	92.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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